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A 5-year self-paced model program for the preparation of elementary school teachers was based on six assumptions: that no one point of view is best in teacher education; that because of societal change, there is a need for self-renewing teachers; that an intent-action-feedback process is needed to keep the program self-renewing; that continual inservice training is necessary for teacher educators; that individual uniqueness should be accommodated; and that protocooperation between teacher education institutions and schools is needed. The model consists of components (a liberal education component and six professional components) which are composed of instructional modules and which provide for independent study or small group instruction. The liberal education component provides general knowledge to the student through part of his junior year. The process-oriented professional components, in conjunction with simulated or actual teaching experiences, provide instruction and specialization through the senior year to provisional certification. An optional fifth year provides partnership teaching with in-depth study in the six professional components. In addition, three support systems facilitate program utilization: the program support system, the information and evaluation system, and the organizational support system. (ED 026 301-2 comprise the complete report. [Not available in hard copy due to marginal legibility of original document] (SM)

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SUMMARY OF THE FINAL REPORT

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SUMMARY OF THE SPECIFICATIONS FOR A COMPREHENSIVE UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY TEACHERS

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SYRACUSE UNIVERSITY

October 1968

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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SUMMARY*

I. Introduction

This summary is intended to provide a cognitive distillation of the essential assumptions, program elements, supporting structures, and organizational considerations that constitute this Model Program. The reader of the description of this model as well as the other eight models that have been developed, is in fact faced with the highly complex task of assimilating, integrating, and deciding which model or combination of models are most compatible with his institution. Upon reading this summary, the potential adopter should be able to make a tentative decision regarding whether or not this model or some adaptation of it is compatible with the philosophy and structure of his institution. If it is, then the reader will wish to pursue the entire report with the idea that this model may serve as the basis for the elementary teacher education program in his institution. If the model does not seem to be compatible with the philosophy and structure of the reader's institution, he may wish to put off further serious reading of this report until a more leisurely time.

II. Scope of the Model Program

The Model Program described in this report is a generalized model that is intended to provide a blueprint for the development and implementation of an elementary teacher education program for the generalized elementary school teacher. That is to say, the model is not a blueprint for the preparation of teachers for "educationally disadvantaged" children, "empathically barren" suburban children, "culturally isolated" rural children, pre-school, primary, or intermediate grade children. It is a model designed to be adaptable for the preparation of teachers for some or all of the children described above. The model is also intended to be flexible enough to be adaptable to the unique focus of the reader's institution and the community of children he feels most committed to serve, and most competent to prepare teachers to work with. The model is designed to be adoptable by a variety of teacher training institutions.

III. Assumptions Underlying the Structure of the Model

The Model is based on six principal assumptions:

1. At this state in the development of teacher education there are many diverse views regarding what form a teacher education program should take. There is little empirical evidence to support any of these views. Rather than take one of these points of view, (a course of action that could provide the opportunity for an intensive test of its validity), the project staff has intentionally embraced many diverse views. This has

*Pages 1 through 8 ("Summary") of the final report.

not been done with the intention of developing an eclectic model, but rather has been done with the deliberate intention of creating an atmosphere of open dialogue in which hypotheses generated from many views can be tested. Throughout the description of the model the term pluralism is used. When it is used, it refers to the recognition of the existence of different views about the essential characteristics of an ideal teacher education program. It further recognizes that these different points of view exist together in this model for the expressed purpose of creating dialogue and generating and testing hypotheses about what constitutes appropriate teacher education experiences for students with different presage characteristics. We assume that no one point of view regarding teacher education has been demonstrated to be most effective. We, therefore, assume that from a pluralistic open dialogue involving students, teachers, and researchers, that hypotheses can be generated and tested that may tighten the circle around those ideas, activities, artifacts, and people that would constitute a more ideal teacher education program than many of us currently work with.

2. Closely related to the first assumption is an assumption drawn from the realization that we live in a world where basic institutions (including their value structures) are changing at an exponential rate. Even if we could presume to know what would constitute the ideal teacher education program for elementary school teachers today, we could not presume that such a program would be anything more than an anachronism ten years from now. Nor could we presume that the teachers educated in that program would be not equally anachronistic. This Model Program, therefore, has been designed to educate teachers who can successfully function in the elementary school as it currently exists, who can adapt to change, and who can themselves help guide the direction of that change. Such teachers are referred to throughout this report as self-directed and self-renewing teachers. We assume, therefore, an uncertain future in which there will be children to educate. We further assume that since we do not know what form that future world, its societies, and institutions will take, or how the children of such a society should be educated, that teachers educated today must be educated to be continually self-renewing as they adapt to and play a major role in shaping the changes that seem certain in the future world of education.

3. This leads to the third assumption regarding the necessity for a Model Program that is an open system, a program which will nurture a pluralistic and changing teacher education program in the near and somewhat distant future. For an educational system to change appropriately in response to changes in the world in which it "lives," such a system must be an open system. Dialogue and research serve only at best to raise questions about and point the direction to appropriate change. Testing hypotheses at best generates data to serve as necessary but never sufficient evidence to support or refute the validity of instructional processes. When open dialogue leads to hypotheses, when hypotheses give direction to research that yields tentative data, when people act on such data, and when the effect of their actions are studied, this is an intent-action-feedback process. When the pluralistic dialogue extends beyond the educational system qua system, when hypotheses are posed regarding the relevance of elements of the educational system to the larger world in which the system resides and when this data is fed back into the system to confirm its validity or modify it, then the system is an open system. We assume that the Model Program can continue to be relevant to the changing world in which it will "live" only if it has a built-in intention, action, feedback structure for processing ideas, generating hypotheses and data regarding the system qua system and the system in relationship to the changing world in which it will exist.

4. The fourth assumption stems from the previous three. The "product" of this Model Program should be a teacher with the skills, knowledge, and feeling states needed for being an effective elementary school teacher in 1974, yet that "product" must also possess the disposition and skills to change over his professional career so that he will also be an effective teacher in the year 2000. This clearly implies not only a continually changing program to produce self-renewing teachers, but in addition requires the continual inservice training of those who educate such teachers. This model clearly provides self-renewing experiences for teacher educators, so that the program and the teacher educators who staff that program will be responsive to the changing reality of elementary education. We assume that the development of self-renewing teachers can only be accomplished by a program for the education of teachers that is a self-renewing program staffed by self-renewing teacher educators. This assumes continuing inservice education for the professional staff of the program.

5. We posit that the self-renewing teacher as we use the term is in part a self-directed teacher. This implies the need for the recognition of human uniqueness. To assume that it is desirable for each student to go through the same educational experiences within the system at the same rate seems to deny human uniqueness. Thus this Model Program is designed as a largely self-paced program that provides multiple opportunities for students to not only learn certain programmatic constants at their own pace, but to explore individual avenues of interest and concern at their own option. We assume that learning styles, learning rates, and what a person considers important to learn in part constitute the uniqueness of an individual. We further assume that providing a program that recognizes and accommodates these unique differences is one way of fostering the development of self-directed, self-renewing teachers.

6. The sixth assumption grows out of our acute awareness of the present state of "cooperation" that exists between teacher training divisions of universities, the public schools, and the developers and producers of educational materials. The word "cooperation" has many meanings as it exists in the minds of these who work in teacher education. These range from, "getting the schools to cooperate with us on our terms," to genuine collaborative efforts that grow from mutual concerns and interests. In between these two points, there are many shades of meaning. To reduce the potential of confusion of meaning we have chosen to use a specific term to refer to the type of cooperation that successful implementation of this Model Program assumes. The term is protocooperation and is borrowed from the field of ecology where it has a rather precise meaning. Protocooperation refers to a condition in which two or more organisms in interaction mutually benefit from their relationships with each other, but the relationship is not obligatory. When the organisms are not in interaction no harm accrues to any of the organisms. Since we assume the continued existence of teacher education institutions, public schools and the designers and developers of educational materials (at least in the foreseeable future), and since we assume their continued interaction, we propose that protocooperation is the term that most accurately describes what we mean by cooperation. We assume that the optimum functioning of the Model Program described in this report is dependent upon a condition of protocooperation that involves teacher education institutions, public schools, and the designers and developers of educational materials working together in new ways.

IV. Structure of the Model Program

The Model Program as described in the report is designed as a five year program. The first two years of the program and a substantial portion of the third year are devoted to liberal studies. The term liberal studies includes the conventional liberal arts courses as well as a Liberal Education Component. The term component is defined as a unified set of curricular-instructional experiences that constitute a "curriculum thread" that exists within the program over an extended period of time. The unifying elements of components are derived from the disciplines that they encompass, e.g., the liberal arts, developmental psychology, etc. The Liberal Education Component is the most diversified of all of the program components with respect to a unifying disciplinary structure. It consists of three two-semester courses dealing with: (a) the humanities, (b) the social sciences, and (c) the natural sciences. The three courses of the Liberal Education Component are designed to provide a knowledge integrating function and to provide a medium for the study of contemporary issues of concern to, and processes used by people who work in the humanities, the social sciences, and the natural sciences. This block of liberal studies (the liberal arts and the Liberal Education Component) is designed to provide the student with a large measure of the knowledge and processes that, when translated into the language of elementary school children, become that which the teacher will teach to children.

The remainder of the junior year of the Model Program is designed to provide the student with a pre-professional introduction to the field of teaching. For the student, the junior year is in one sense an exploration of the world of the elementary teacher. The pre-professional part of the junior year is structured around six professional components. These components are: (a) the Methods and Curriculum Component, (b) the Child Development Component, (c) The Teaching Theory and Practice Component, (d) the Professional Sensitivity Training Component, (e) the Social and Cultural Foundations Component, and (f) the Self-Directed Component. Each of these components is highly process-oriented. That is to say they focus on: (a) the process of using knowledge and skill in the area of elementary methods and curriculum for the purpose of resolving teaching problems, (b) the process of applying observational skill and knowledge of child development theories in making curriculum and instructional decisions, (c) the process of using principles of teaching theory to develop a flexible repertoire of instructional behaviors to be used in teaching, (d) the process of becoming more aware of self, self as a teacher interacting with children, and self as a teacher who is a member of an organization, (e) the process of using knowledge and skill from the social and cultural foundations to understand the forces affecting pupils, teacher, and American education as well as the process of analyzing the logic of educational language, and (f) the process of developing a disposition for self-direction as a student and a teacher.

Each of these components is comprised of a series of instructional modules. A module is defined in this model as a planned instructional episode of a duration ranging from a minimum of several hours to a maximum of several months. Most modules have pre and post performance

measures, though some are designed so that performance measurement is continuous. Modules in this Model Program take on many forms including totally mediated instructional episodes and student-directed seminars evolving around student concerns. The largest grouping of students specified in any module is found in seminars of twelve to fifteen students. In many modules the student engages in completely individual instruction.

During the junior pre-professional year, the student learns and applies his learning as he proceeds largely at his own rate through a series of instructional modules that comprise the six professional components. The applications of learning occur in such diverse settings as simulations, tutoring elementary school pupils, and in exploratory micro-teaching. Tutoring and micro-teaching is done in what is referred to in the model as Tutorial and Micro-teaching Centers, staffed by trained clinical teachers (elementary teachers who have had special training in diagnosis and remediation of pupil-learning difficulties). The Model provides for these centers to be located in elementary schools.

Thus, during the junior year, in addition to an exploration of the world of the elementary school teacher, the student learns a series of professional skills and knowledge that become the foundation for full-time professional study and practice during the senior professional year and the resident teaching year (fifth year). Should the student decide on the basis of the junior year of exploration, that being an elementary school teacher is not for him, provisions are made in the model for the student to continue his college program in some other field without loss of credit.

Should the student decide to pursue full-time professional study for his senior year, he would continue work in modules of the six professional components in greater depth and intensity. During the senior professional year, tutorial relationships with elementary school pupils and exploratory micro-teaching are replaced by a series of increasingly more complex teaching experiences that bring the student step by step to the point of planning, teaching, and evaluating a series of teaching units for which he is responsible. This teaching is done in what is referred to in the Model as Teaching Centers located at the public schools and staffed by trained clinical teachers and clinical professors. The supervision of the student in the Teaching Centers is accomplished through applying the concept of team supervision where generalists (clinical teachers) and specialists (clinical professors) work with the students in a variety of team-planning and team-evaluation sessions.

During the senior professional year, the student makes a decision about a teaching specialization. The specialization could be one as general as nursery school education or the social sciences, or as specific as information retrieval and data processing on children's literature for intermediate grade Mexican-American children. Provisions are made in the Model for the student to explore several specializations before

making a tentative decision regarding a specialization of his choice. Assisting the student in the process of thinking through significant problems in elementary school education, finding a problem area that is of interest to the student and then working out a program of studies leading to a specialization in that area is one of the functions of the Self-Directed Component in conjunction with personnel from the other components. Each component provides for open exploration modules to assist the student in choosing an area of specialization.

By the completion of the senior year, the student should have developed skills, knowledge, and feeling states to function as an elementary teacher generalist and gain provisional certification in most states.

The Model provides at this point for another student decision. This decision involves pursuing the program of studies leading to a specialization and becoming a resident teacher for the fifth year of the Model Program. Should the student decide to continue for a fifth year, he would pursue his specialization program during the summers preceding and following the public school year, and engage in half-time partnership teaching at a Resident Center for an entire school year. In this Model, partnership teaching means that two resident students would share responsibility for one classroom for which each would receive half the salary of a beginning teacher. Supervision of the residents would be performed by a team of trained clinical professors who would also conduct seminars, the content of which would be drawn from residents' teaching problems and in many cases would be applicational extensions of the professional training obtained in the professional components of the junior and senior years. The partnership assignment of residents to one classroom would allow for flexible schedules of teaching, participation in special curriculum projects, and independent study in the student resident's area of specialization. The Model makes provisions for the granting of a master's degree or its equivalent upon completion of course work the summer following the resident year of teaching.

In summarizing the program, then, the Model provides for three years of professional study and practice based on a foundation of liberal studies. The three years of professional study and practice are designed as a series of largely self-paced experiences each of which is a successive approximation of the terminal goal of the Model Program--a skilled and self-directed teacher who can meet the demands of teaching at the time of his graduation from the program, but who has developed the disposition and skills for continued adaptation to a certainly changing world that will have substantial impact upon the nature of elementary education and the role of the elementary school teacher. Throughout the program, the Model calls for supporting services of the Self-Directed Component including provisions for counseling advisement and personal exploration of goals, values, and their consequences when acted on in a professional setting.

V. Supporting Systems

Though this summary is but a cursory overview of the detailed description of the Model Program that is explained in the full report the reader must be struck with questions relating to such issues as: (a) the instructional logistical problems associated with a modularized, largely self-paced program that makes use of a variety of instructional experiences located in university and public school facilities, (b) the need for collection, analysis, and storage of information to monitor student progress, evaluate the program and provide data for research, (c) the inservice training of university and public school personnel to staff such a program, and the establishment of a protocooperative organization in which teacher training institutions, public schools and the designers and producers of educational materials share responsibility, resources, and personnel for educating teachers.

The designers of this Model Program are also acutely aware of the potential problems that face an adopting institution. Thus, an integral part of the Model is made up of three support systems without which such a complex teacher education program as the one specified in this Model would "fall from its own weight." These three support systems are: (a) the Program Support System, (b) the Information and Evaluation Support System, and (c) the Organizational Support System.

The Program Support System has three primary functions: (a) the design, development, and testing of instructional modules, (b) the redesign, re-development, and re-testing of instructional modules that when put into operation do not function up to specifications, and (c) providing the necessary maintenance functions to support the instructional program in operation. Each of these, but particularly the re-design function, is dependent upon a variety of information.

The Information and Evaluation Support System has an important role to perform in providing the Program Support System with the information it needs to perform its re-design and re-development functions. In addition, the system is charged with the task of gathering information about student progress and feeding this information back to the student and instructional staff in a form that will be useful in facilitating the student's self-paced progress through the program. A third function of this system is that of evaluating the effectiveness of the program (process) for students with different characteristics (presage) in terms of the program's ability to foster the development of competent, self-directed teachers (product). Finally, it is a function of this system to disseminate findings derived from a study of the experimental program in operation to other teacher training institutions.

The Organizational Support System has as its responsibility the development of personnel (through inservice training) and the development of an organization that can facilitate the attainment of the goals of the Model Program by focusing both on the internal operating structure of the program itself (involving personnel and processes), and its relationship with the

larger organizations with which the Model Program would be associated and on which it would be dependent (the total university, the total school system, and the educational industries and/or regional laboratories that would design and develop the educational materials necessary for the program's operation). One of the key functions of this system is to create, over time, a protocooperative federation of diverse institutions that will: (a) profit from such a federation, (b) tap the unique potential that each sector of the educational enterprise has to contribute to the task of educating teachers, and (c) assume mutual responsibility for the education of teachers who in turn will educate the children of our country.

This summary has been a sketch with broad brush of a Model for a program for the comprehensive undergraduate and inservice education of elementary school teachers. Detailed descriptions of the assumptions, program elements, and supporting structures referred to in this summary are provided in the full report.